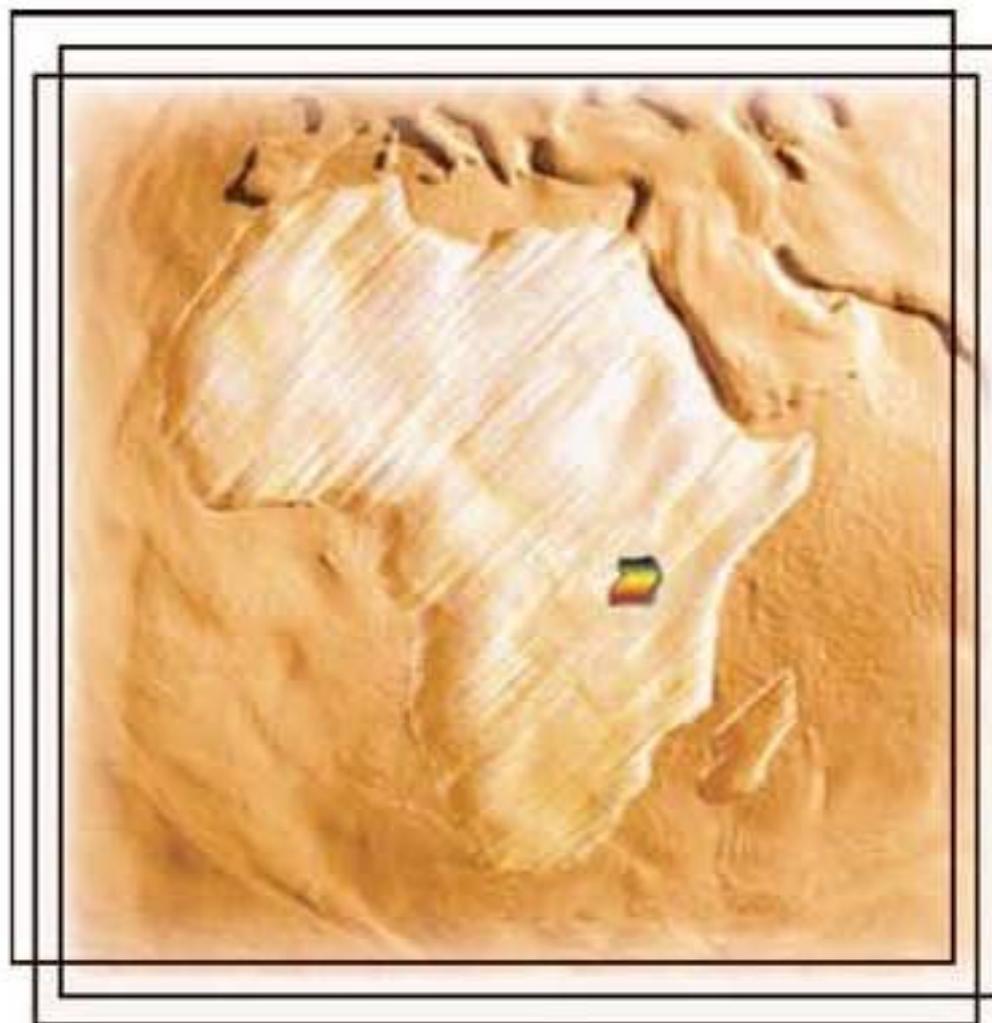


Handbook on mainstreaming HIV/AIDS issues into child labour initiatives



International
Labour
Organisation



International
Programme on
the Elimination
of Child Labour
(IPEC)

Handbook on mainstreaming HIV/AIDS issues into child labour initiatives

January 2008

Kampala, Uganda

International Labour Organisation

**International
Programme on
the Elimination
of Child Labour
(IPEC)**

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ABBREVIATIONS

| | |
|------------|---|
| ABEK | Alternative basic education in Karamoja |
| BEUPA | Basic education for urban poor areas |
| CBO | Community based organization |
| CFS | Child friendly space or child friendly school |
| CID | Criminal Investigation Department |
| COPE | Complementary opportunities for primary education |
| CSEC | Commercial sexual exploitation of children |
| CUBAC | Children used by adults in the commission of crime |
| ECD/ELS | Early childhood education/early learning and stimulation |
| EFA | Education for All |
| FAO | Food and Agriculture Organization |
| HCT | Health Counseling and Testing (previously VCT) |
| HDI | Human development index |
| HIV/AIDS | Human immuno-deficiency virus/Acquired immune deficiency syndrome |
| IEC | Information education and communication |
| IRC | International Rescue Committee |
| KURET | Kenya Uganda Rwanda Ethiopia Together |
| M&E | Monitoring and evaluation |
| MDG | Millennium Development Goal |
| MOE | Ministry of Education |
| MOL (GLSD) | Ministry of Labour (Gender, Labour and Social Development) |
| NGO | Non-government organization |
| OVC | Orphans and vulnerable children |
| SSA | Sub-Saharan Africa |
| STI | Sexually transmitted infections |



| | |
|---------|---|
| UN | United Nations |
| UNAIDS | The Joint United Nations Programme on HIV and AIDS |
| UNCRC | UN Convention on the Rights of the Child |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| UNOHCHR | United Nations Office of the High Commissioner for Human Rights |
| UPE | Universal primary education |
| USAID | United States Agency for International Development |
| VCT | Voluntary Counseling and Testing (see HCT above) |
| VIPP | Visualization in participatory processes |
| WFCL | Worst forms of child labour |
| WHO | World Health Organization |

STRUCTURE OF THE HANDBOOK

The handbook is presented in four sections. It is intended as a practical guide to mainstreaming. Therefore, sections 2-4 begin with a practical component, presented as a facilitation session with steps on how to analyze and deal with a relevant issue. These are followed with notes which provide useful content to buttress the conceptual thinking of participants and workers.

The introduction to the handbook provides the rationale and objectives of the handbook and identifies the target audiences.

Section 1 is a call for children. It provides a summary of key conventions, policies and guidelines on the rights of children. This section is intended to get the reader and indeed all duty bearers to refocus the limelight on children and to do all it takes to ensure that all children enjoy their full rights.

Section 2 provides a brief synopsis of the relationship between child labour and HIV/AIDS. The section is intended to offer a link into and rationale for focusing on HIV/AIDS in all interventions on child labour.

Section 3 is presented in two parts. Part 1 looks at the concept of mainstreaming and offers the P-process which is a systematic tool for mainstreaming interventions. The section also illustrates the multidimensional nature of problems. It provides the theoretical framework and key principles for mainstreaming.

Part 2 of Section 3 provides a practical framework for auditing an organization's progress with regard to mainstreaming. It is a helpful tool for checking the capacity of the organization to engage with the mainstreaming process and the important partnerships that have to be leveraged.

Section 4 focuses on education as a strategic rescue sector for children who are trapped into child labour as well as those affected by HIV/AIDS-induced child labour. It also highlights what else can be done to strengthen education sector interventions against HIV/AIDS and child labour.

This handbook contains two annexes: **participatory methodologies** and a **sample of sectors** that could implement mainstreaming.

1. The participatory methodologies section is intended to enable any individual or group of individuals, whether from the organization or outside, charged with leading the mainstreaming process. It is a toolkit of techniques or approaches that the facilitator uses to enable teams to participate in fruitful analyses and deliberations regarding mainstreaming.
2. The selection of sectors in the annex is not exhaustive. Rather, it is intended to illustrate how mainstreaming can be implemented in those sectors. The steps provide a generic template for analyzing other sectors not included in the handbook.



INTRODUCTION TO THE HANDBOOK

Despite considerable gains realized over time in the fight against HIV/AIDS and against child labour in sub-Saharan Africa, it is still evident that the two remain problematic and continue to place a strain on individual, household, community and national resources.

HIV/AIDS and child labour have a significant bearing on vital services particularly education. It is recognized that in countries in Sub-Saharan Africa a high percentage of children engaged in child labour were pushed into child labour as a consequence of HIV/AIDS. If not they are exposed to the risk of HIV/AIDS anyway. Moreover children who are engaged in child labour, including those who are affected by HIV/AIDS, are less likely to be enjoying their right to education. The very existence of HIV/AIDS and child labour translates into a direct threat to access, retention and completion of schooling by children. HIV/AIDS and child labour directly undermine the attainment of the millennium development goals (MDGs) by sub-Saharan African countries, notably MDG 1 (eradication of extreme poverty and hunger), MDG 2 (achievement of UPE), MDG 3 (promoting gender equality and women empowerment) and MDG 6 (combating HIV/AIDS, malaria and other diseases).

Schools provide protective environments for children. They are also formal avenues for imparting knowledge, influencing behavior change, and fostering the development of desirable competences and life skills. The role of education as a strategic partner in the fight against child labour and HIV/AIDS is in no doubt. Increasingly, schools have come to be viewed as forums that provide a critical mass of children for delivery of important services such as health. They are also avenues for reaching vulnerable children with interventions that would otherwise be problematic at household level, e.g. school feeding.

Interventions that seek to combat HIV/AIDS induced child labour in sub-Saharan Africa have to be progressively responsive to both HIV/AIDS and child labour. Such interventions must necessarily remain mindful of the reality that HIV/AIDS and child labour are not only mutually reinforcing but very closely related.

There are various organizations working to combat child labour, as well as those whose main objective is controlling or eradicating HIV/AIDS. Oftentimes, these organizations target the same groups of people but focus on singular objectives, without seeing the connections between their unitary efforts. They do not only compete for the same human, financial and materials resources, they also end up squandering those resources through avoidable duplication.

Purpose of the handbook

This handbook provides a practical approach to integrating HIV/AIDS responses in projects and programmes that address child labour. They also provide a useful resource for organizations engaged in the fight against HIV/AIDS to reflect on their interventions and consider incorporating aspects that might make it easier for children affected by HIV/AIDS to avoid the slide into child labour.

There are numerous insightful resources, reports, books and other materials that have documented the extent of the HIV, problem and the consequences it has had on society in general. There is also extensive literature on many creative responses that have been devised, and particularly the touching stories of good practices (many of them at micro levels of society) across the sub continent that have endeavored to place a human face to HIV/AIDS. Efforts have been made to reduce the impact of stigma, the cost of caring for the sick and the dying, as well as the social impacts resulting from the challenge of HIV/AIDS.

Similarly a number of invaluable resources have been developed to address the problems of child labour or HIV/AIDS as well as the multiple efforts by individuals, communities and organizations to grapple with the twin problems. There is also considerable professional expertise on HIV/AIDS as well as on child labour across the sub Saharan region.

The handbook is therefore intended to provide a framework for mainstreaming HIV/AIDS issues into child labour sectors.

The handbook also provides a tool for evaluating ongoing and proposed interventions targeting young boys and girls either already trapped in or on the verge of joining the ranks of child labour.

Specific objectives

1. To provide practical ideas and information on how HIV/AIDS can be mainstreamed in various interventions on child labour.
2. To highlight the link between HIV/AIDS and child labour in order to strengthen gender-responsive psychosocial interventions against child labour.
3. To provide a tool to be used for implementing, monitoring and evaluating different programmes and all IPEC projects on HIV/AIDS-induced child labour.

The target audience

This handbook is intended to support different actors within the public and private sectors to mainstream HIV/AIDS in all child labour interventions.

IPEC seeks to facilitate alliances to bring HIV/AIDS knowledge and dimension to its usual partners in the field of child labour issues such as Ministries of Labour, workers, employers, implementing agencies (including NGOs), etc. and train them with the assistance of HIV/AIDS specialists to also mainstream responses to child labour induced by HIV/AIDS systematically.

Section 1:

A CALL FOR CHILDREN IN CHILD LABOUR

Session plan

Duration: 1 hour 40 minutes

Session objectives

- ❖ To enable participants identify the key policies, conventions and protocols on children.
- ❖ To provide participants with an overview on rights-based approaches to programming interventions on child labour.

Methodology

The choice of methodology will be at the discretion of the facilitators. However, facilitators should ensure that the selected methodology enables all participants to take an active part in the discussion. Annex 1 of this handbook provides a selection of participatory methodologies.

Tools

For this session the following are useful resources to have:

- ❖ Handouts on the various policies and conventions e.g. MDG, EFA, UNCRC, ILO Convention No. 138 and No.182, etc.
- ❖ Flip charts or newsprint, markers, masking tape, VIPP cards.

Procedure

- Step 1: Facilitator provides an overview of the session objectives.
- Step 2: Facilitator guides plenary to brainstorm on the various local, national and international protocols, laws, by-laws, policies, conventions, etc. on children. Get a volunteer from among the participants to record the ideas on a flip chart.
- Step 3: Select a method e.g. group work, to categorize the work on the flip chart into local, national and international groupings. Ask groups to look at how they are related and what that implies for their own activities on the ground and at policy level. Give the group chance to provide feedback to the plenary.
- Step 4: Introduce the concept of 'rights-based' programming. Ensure that participants can illustrate from their own contexts what rights-based programming means to them.
- Step 5: Wrap up the session by clarifying any misconceptions and inviting one of the participants to provide an energizer.

Facilitation notes

The following key concepts contribute to the overall framework for mainstreaming HIV/AIDS in all interventions seeking the elimination of child labour in Africa.



Children's rights

The United Nations Convention on the Rights of the Child (UNCRC) provides a comprehensive overview of the rights of children. Individual governments have gone ahead to ratify the UNCRC and to develop children's statutes to support the UNCRC.

The UNCRC is built on the principles of:

- ❖ **Accountability:** whereby once a government ratifies a treaty, it becomes accountable for ensuring that the rights holders (in this case the children) enjoy their rights. The government is also expected to bring all its domestic laws and policies in line with the provisions of the treaty, and to implement them.
- ❖ **Universality:** all human beings are born free and equal in dignity and rights.
- ❖ **Indivisibility and interdependence:** meaning that all rights have equal status.
- ❖ **As duty bearers,** parents, family and the community have a critical stake to play in promoting the rights of all children.

All organizations working for children and/or working with children are obliged to ensure that their approaches and interventions are "rights-based".

Rights-based approaches:

- ❖ Empower the children to exercise their "voice", to acquire immediate benefits and influence processes of change and social transformation.
- ❖ Help duty bearers including governments and families to clarify their responsibilities towards rights holders (children) in terms of respecting, protecting, promoting or fulfilling their rights.
- ❖ Help partners to identify how change can be best supported.
- ❖ Help duty bearers and/or implementers to translate into practice the various principles of international declarations and conventions as well as domestic laws and policies.

The UNCRC therefore offers a framework which demands:

- ❖ Respect for the child and particularly the child's rights.
- ❖ Acting in the best interests of the child.
- ❖ Doing everything in your ability as a duty bearer to ensure the safety of the child.
- ❖ Maintaining confidentiality when dealing with children in difficulties to minimize the risk of 'fear-induced silence' (However, care must be taken at the same time to avoid predatory practices that might exploit the confidentiality).
- ❖ Nondiscrimination in providing services and/or responses, especially the gender-based discrimination that gets institutionalized through practice and experience.
- ❖ Restoration to normalcy as far as possible.

ILO Conventions No. 138 and No. 182

Two ILO conventions are particularly significant in the fight against child labour.

ILO Minimum Age Convention, 1973 (No. 138) specifies that for a child to be engaged in any form of labour, that child should not be less than the age of completion of compulsory schooling and, in any case not less than 15 years. The Convention is categorical about “employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons...”

While the Convention seeks to exclude children from risks of child labour, it also clarifies that work done by young persons in schools for general, vocational or technical education does not breach the provisions of the convention.

This Convention is important in its endeavor to encourage completion of basic education, which at the same time allows a child to reach employable age.

ILO Worst Forms of Child Labour Convention, 1999 (No. 182) emphasizes the importance of free basic education and the need to remove children affected by child labour from such work and to provide mechanisms for their rehabilitation and social integration. This Convention describes the worst forms of child labour in Article 3, which include *inter alia*:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances¹;
- (c) the use, procuring or offering of a child for illicit activities², in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

This Convention enjoins all member states to ensure full compliance by activating and prioritizing programmes and policies that would eliminate the worst forms of child labour within their jurisdiction. Specifically, each member state is expected to:

- (a) prevent the engagement of children in the worst forms of child labour;
- (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
- (c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;

¹ Also referred to as commercial sexual exploitation of children (CSEC).

² Also known as Children used by adults to commit crime (CUBAC).

- (d) identify and reach out to children at special risk; and
- (e) take account of the special situation of girls.

Every child counts

Deriving from child-rights-based approaches is the notion that every child counts. All children can be enabled to enjoy their full rights all the time through:

- ❖ Putting children and families at the centre of policy and planning.
- ❖ Ensuring all children get a good start in life (since children's experiences in the early years are critical to the quality of their adult lives).
- ❖ Reducing child abuse and neglect (violence and neglect – whether arising from or leading to child labour induced by HIV/AIDS – which can seriously damage children's lives).
- ❖ Ending child poverty.

Gender equity, equality and empowerment

Gender refers to the learned social differences and relations between males and females. The process of socialization (whereby children learn what acceptable or unacceptable behavior is) shapes the different roles boys and girls play basing on their biological makeup. Gender differences and attitudes are contextual rather than universal.

Gender equality is about recognizing that boys and girls are equal as children. The tendency to favour boys over girls perpetuates inequality among children. This is also evident in cases of child labour whereby the children who are most likely to be pushed into child labour are girls.

Gender equity is about allocating opportunities and resources fairly to both boys and girls. Equity is anchored on fairness and elimination of bias. Overt as well as subtle mechanisms of encouraging all children to have self esteem and aim to achieve their potential are the best form of **empowerment**.

Millennium Development Goals

The UN General Assembly set itself eight goals to be attained by 2015. These are:

1. Eradicate extreme hunger and poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

These goals are not only fundamentally relevant to human and indeed children's rights and their development, but any gains regarding elimination of child labour or mitigation of the adverse impacts of HIV/AIDS are direct contributions to sustainable indicators on attaining the MDGs.

Education For All (EFA)

The World Education conference held in Jomtien (Thailand) in 1990 reaffirmed the fundamental right to education and resolved to provide education for all citizens, both young and old. Six goals were set to be achieved by the year 2000. These were:

1. Expansion of early childhood and development activities
2. Providing universal access to, and completion of, primary education by the year 2000
3. Improvement in learning achievement
4. Reduction of adult illiteracy rates
5. Expansion of basic education and training in other essential skills required by youths and adults
6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living made through education channels

The same forum sitting in Dakar (Senegal) in April 2000 to review progress on the six goals reaffirmed the vision of the Jomtien Declaration on Education and adopted the **Dakar Framework for Action, Education for All: Meeting our Collective Commitments**.

Forum members committed to the following goals by 2015 (coincidentally, the date set for the attainment of millennium development goals (MDGs)).

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

A pledge was made to give particular emphasis to areas of concern identified at Dakar, such as HIV/AIDS, early childhood education, school health, education of girls and women, adult literacy and education in situations of crisis and emergency.

The underlying theme of the forum was that education is the key to sustainable development and peace and stability within and among

countries, and thus an indispensable means for effective participation in the societies and economies of the 21st century ... the basic learning needs of all can and must be met as a matter of urgency.

Child labour

Child labour is exploitative employment for which children are too young or labour that is too dangerous. It is work that harms them or exploits them physically, mentally, socially, emotionally and spiritually. Child labour goes against the basic rights of children, such as the right to education and the right to survival and development.

The slide into child labour usually begins as a simple routine activity, whereby the child may even volunteer to support the family by doing an odd job to raise a little money for food. By so doing, the child's actions are very well intentioned. Nevertheless, it is also common for children to be deliberately driven into child labour by hostile circumstances. Thus, whether it is voluntary or by force, the child finds him/herself trapped into a regular routine which results into the child losing the opportunity to be a child and develop normally.

Increasingly, older orphans have had to take on the role of caring for their younger siblings. They play the parenting role of raising the younger ones, catering for their food and medicare needs, and sometimes they have to forgo their own education in order to be able to ensure that the younger ones attend school. Though not well documented, the number of child headed families within Sub-Saharan Africa is significant and therefore the strain placed on children by this social phenomenon is equally significant.

Child labour therefore undermines virtually all the rights of children, such as the right to life, survival and development, the right to education, the right to health and health services, the right to social security, the right to non-discrimination, the right to protection from abuse and neglect, and the right to express an opinion.

HIV/AIDS

The Human immuno-deficiency virus (HIV) is a virus that causes Acquired immuno deficiency syndrome (*AIDS*), a health condition in which a person is prone to all types of *opportunistic diseases* due to reduced immunity within that person's body. Not all people with HIV have AIDS. However, owing to the way one lives, it is very possible to accelerate the process of acquiring the syndrome that weakens your body's immune system (AIDS).

Despite the significant gains registered in the fight against HIV/AIDS since it was first recognized in the early 1980s, prevalence rates in Africa, particularly Sub-Saharan Africa, remain very high. According to recent UNAIDS/WHO data, out of a caseload of 41 million people living with AIDS globally, 26 million (63%) are found in Sub-Saharan Africa.

Mainstreaming

Broadly speaking, the term "mainstreaming" refers to concerted efforts to influence processes, policies and programmes that have a significant bearing on [a particular outcome e.g. eliminating HIV/AIDS-induced child labour. Mainstreaming HIV/AIDS into child labour interventions would therefore include:

- ❖ Assessing the organization's understanding of the link between HIV/AIDS and child labour.
- ❖ Ascertaining that the organization has a strategy for making the concerns about HIV-induced child labour an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres, so as to reduce both the supply of and demand for child labour, especially in its worst forms.
- ❖ Ensuring that the intervention is holistically integrated and benefits from responding systematically to both HIV/AIDS and Child Labour.
- ❖ Developing a clear, simplified referral system that enables the beneficiaries of the interventions to recognize and utilize the services of institutions with the capacity to mitigate adverse effects of HIV/AIDS and child labour.
- ❖ A process whose ultimate goal is the total elimination of all forms of child labour as soon as possible.

Conclusion

This chapter provides the operating framework for mainstreaming. It enables the various organizations working with children to cross check their conceptualization of the key elements of child labour and HIV/AIDS, and how they enable those concepts to function in their respective organizations. By looking at the various concepts, organizations also get the chance to recall that theirs is not an isolated intervention, but contributes to the global push to eliminate child labour. They also get to assess what else is being first done, and indeed what else they can do individually and collectively to add value to their work.



Section 2

THE RELATIONSHIP BETWEEN CHILD LABOUR AND HIV/AIDS

Session plan

Duration: 1 hour

Session objectives

- ❖ To examine the linkage between child labour and HIV/AIDS
- ❖ To provide the rationale for mainstreaming HIV/AIDS in child labour interventions

Methodology

Refer to Annex 1 for appropriate methodology

Tools

- ❖ Flip charts or newsprint, markers, masking tape, VIPP cards
- ❖ Mainstreaming handbook

Procedure

- Step 1: Facilitator provides an overview of the session objectives.
- Step 2: Exploration pose a question that will lead participants into a discussion of the link between child labour and HIV/AIDS. This is likely to be an emotive discussion. Keep participants focused on the key issues and ensure that their illustrations of points are brief and relevant.
- Step 3: Guide the discussion towards developing consensus on the rationale for mainstreaming HIV/AIDS in child labour interventions. Ensure that all participants are conversant with the connections between child labour, HIV/AIDS and various protocols.
- Step 4: Conclude with an energizer if necessary.

Facilitation notes

Despite the considerable gains realized over time in the fight against child labour in sub-Saharan Africa (SSA), it is still evident that child labour remains a serious problem and continues to undermine the attainment of key national and global development goals including EFA and MDG.

Child labour targets that section of the population which is still in formative stages of development. According to ILO Convention No. 138, child labour is “work which is likely to hamper a child’s educational and full development”. It is labour that endangers the physical, mental or moral wellbeing of a child, either because of its nature or because of conditions in which it is carried out. In this context “children” are considered as individuals under 18 years old.

Children are entitled to their rights. However, child labour undermines all rights of children. By engaging in child labour activities, children forfeit their right to education. Child labour also denies children the chance to be children and develop normally. Additionally, children engaged in labour are likely to be faced with any or a combination of the following:

- Discrimination and stigmatization
- Neglect and abuse (particularly of girls)
- General insecurity and uncertainty about their immediate and long term future
- Forced relocation away from environments which would nurture their abilities and skills, to environments that are usually unfriendly.
- Psychosocial trauma
- Exposure to risky and hazardous work
- Limited access to vital services like health especially for those affected by HIV/AIDS or other sexually transmitted infections
- Poor access to (life saving) information reinforced by their excluded status
- Poor nutrition resulting in poor health, growth and development
- Risk of truancy, drug and substance abuse
- Conflict with the law

The factors that drive children into child labour are documented and quite well known. These include:

- The HIV/AIDS pandemic that has been ravaging Sub-Saharan Africa for over 25 years. Children who lose parents and/or guardians (breadwinners) are vulnerable to child labour
- Poverty at the household and community levels. This is a critical challenge as any interventions that do not sufficiently address the poverty dimension are likely to fail in the long run. Natural disasters that increase poverty and food insecurity levels are also determinants of child labour
- Family traditions and expectations which tend to prioritize boys over girls; or those where girls are married off as soon as they start developing puberty features
- Breakdown of the extended family system, either due to globalization, economic factors, or the tendency to gravitate around nuclear families
- Specialized demand for child labour e.g. to pollinate commercial plants like vanilla, to crash stones in quarries, to weave carpets and other items of embroidery. Obviously, the desire to cheat the children is the underlying reason
- Poor or very weak legal frameworks

It is also clear that while there may exist factors that attract children into child labour, a majority of the children engaged in child labour are simply pushed into it by adults. For example:

- A weak public education sector can lead children and their families to question the sense in persisting in school when they are certain that the children will not go beyond the primary school level. It may not be apparent to such groups that persistence in primary school alone will lead to improved quality of life for them and their families
- Limited options for children, particularly in countries whose economies are either stagnant or in decline, can also be a disincentive

- and drive children into child labour
- The allure of a good life however misleading it may be, can also attract children into child labour

Circumstances may therefore drive children into child labour, but most children would still prefer to develop normally and benefit from a structured childhood that gives the boy and/or girl a chance to attain their potential and 'be a somebody in future'. Given that children's rights are indivisible, it is important that we uphold the dictum that 'every child counts' by providing all children with the opportunity to develop fully and engage in labour only when they are legally, psychologically and socially ready.

How HIV/AIDS comes into the picture

The HIV/AIDS pandemic has been by far the most serious challenge and indeed one of the main factors pushing children into child labour.

HIV/AIDS affects children both directly and indirectly. Directly, it may attack the children themselves. Cases of pediatric HIV are common, with estimates ranging from 200,000 to 300,000 infants born in Sub-Saharan Africa each year being infected with HIV/AIDS. While some of the children directly affected cope and lead more or less stable lives, a high percentage have to deal with opportunistic infections and their consequences. Yet their access to essential services like health may not be guaranteed.

Indirectly, HIV/AIDS has exercised a very heavy toll on the children. The sickness and eventual death of parents/guardians exposes children to various dilemmas, not least of which is the threat to their education. In 2005, UNAIDS estimated that 15.2 million children were orphans due to AIDS in the world, and among them, 12 million lived in Sub-Saharan Africa. (UNAIDS, 2006). By 2010, UNAIDS estimates that 20 million African children will have lost either one or both parents. Access to essential services can be severely curtailed.

Equally devastating are the social aspects of the pandemic, including problems of:

- stigma and discrimination
- neglect and abuse
- disinheritance by close relatives and friends of the parents
- limited or poor access to vital information, some of which could be life saving
- premature loss of childhood for those who have to take on parenting roles for their siblings
- poor nutrition leading to poor health and nutrition, stunted growth and development

HIV/AIDS therefore easily comes into the picture as a major factor in replenishing child labour ranks. It is hardly surprising that the characteristics of child labour are mirrored in HIV/AIDS.

HIV/AIDS and child labour undermine national goals. This in turn impacts on the progress of the sub continent regarding EFA and MDGs, notably MDG 1 (eradication of extreme poverty and hunger), MDG 2 (achievement of Universal Primary Education), MDG 3 (promoting gender equality and women empowerment) and MDG 6 (combating HIV/AIDS, malaria and other diseases).

It is therefore necessary that projects dealing with the elimination of child labour focus more keenly on the role of HIV/AIDS in perpetuating child labour in Africa.

Challenges in dealing with the problem of HIV/AIDS induced child labour

Dealing with child labour is a very complex problem. Global efforts have succeeded in raising the attention of populations to the problems of child labour and indeed strides have been made to reduce the incidence. However, it has become increasingly evident that child labour induced by HIV/AIDS is on the rise and resolving it is not straightforward. The complications arise out of the following:

- ❖ Lack of understanding of the relationship between HIV/AIDS and Child Labour
- ❖ Underreporting the problem of child labour induced by HIV/AIDS
- ❖ Hiding the problem to minimize social discomforts e.g. “we don’t do that sort of thing here!” or “it is a private matter”
- ❖ Lack of data, giving the impression that it does not happen or that it is part of the traditional practice of child labour
- ❖ Hiding behind culture and/or giving the impression that certain cultures are static e.g. “You do not understand our culture”
- ❖ Inconsistent efforts and inadequate resources among governments and partners struggling to deal with the problem of HIV-induced child labour
- ❖ Lack of coherent coordination, communication and participation by relevant stakeholders such as line ministries, civil society organizations, communities, families and individuals
- ❖ Lack of capacity among the key duty bearers such as enforcement agencies or providers of critical services. Such capacity may be in terms of skills, resources or knowledge
- ❖ Weak monitoring and evaluation of past and current interventions
- ❖ Lack of parenting skills among parents/guardians
- ❖ Lack of life planning skills among the children

Section 3:

MAINSTREAMING HIV/AIDS IN CHILD LABOUR INTERVENTIONS

Session plan

Duration³: 2 hours 45 minutes

Session objectives

- ❖ To define the concept of mainstreaming in relation to child labour and HIV/AIDS
- ❖ To guide participants on how to mainstream HIV into CL programmes
- ❖ To introduce the P-process of mainstreaming and mainstreaming standards
- ❖ To enable participants engage practically in stepwise mainstreaming activity

Methodology

Refer to Annex 1 for appropriate methodology.

Tools

- ❖ Flip charts or newsprint, markers, masking tape, VIP cards
- ❖ Copies of the stepwise table and P-process form the mainstreaming handbook

Procedure

Step 1: Facilitator provides an overview of the session objectives.

Step 2: Survey the group's understanding of the concept of 'mainstreaming'. After various definitions, pull out the key elements and relate to the definition provided in the handbook.

Step 3: Analysis get participants to analyze the goals, vision, mission and objectives of their respective organizations. This activity will reveal two important elements (1) whether the people working for various organizations understand the core mandate of their organizations, and (2) if the organizations have made any steps towards mainstreaming HIV/AIDS in child labour. Given that this is the gist of the workshop, give participants ample time to internalize the concepts and to clarify in their minds whether they are on track regarding mainstreaming. You want to positively affect the way they work, not to get written notes of intent.

Step 4: Feedback allow various groups to share their analyses with the larger group so that they can benefit from constructive criticism and inputs.

³ The suggested duration in all activities is intended only as a guide. The group should determine how long a session takes particularly if more time would allow for better understanding of the basis for mainstreaming.

Step 5: Conclude by encouraging groups to keep on reflecting on their work and sharing thoughts on how best to move forward.

Facilitation notes

Definition of mainstreaming

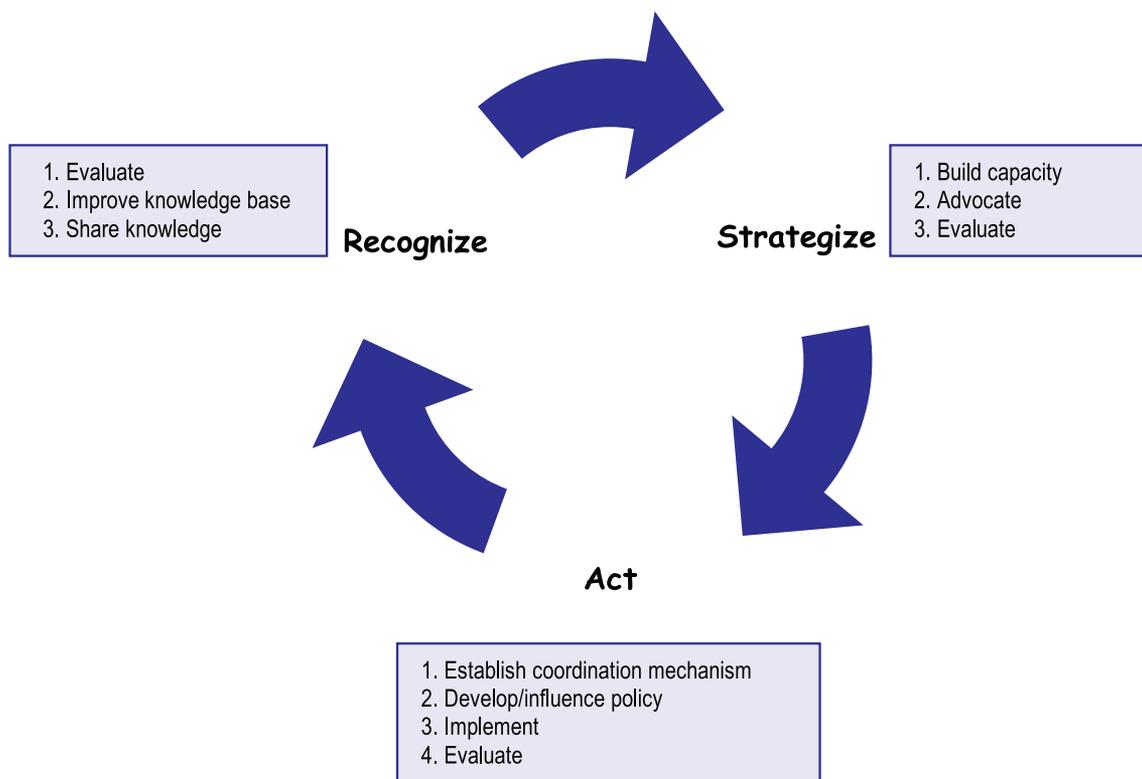
Mainstreaming refers to the process of raising the priority of an issue, including it in the agenda (and budget) of an organization and dealing with it as a recurrent theme. It entails adapting and integrating elements of an identified issue into an institution's core business or activities in order to make them more responsive to that particular issue.

According to the Global Report⁴, "... the effective abolition of child labour on a national scale is only feasible if countries succeed in diminishing the poverty dimension of the problem and if, at the same time, they take a variety of other measures to reduce exclusion and discrimination". This realization is based essentially on three premises:

- the massive scale of child labour;
- the intimate links between the elimination of child labour and various other dimensions of development; and
- the principle that prevention is better than cure.

Mainstreaming will therefore require **recognition** of the scale of the problem e.g. the growing number of boys and girls joining child labour ranks; **identifying the links** with other dimensions e.g. the contribution of

HIV/AIDS to child labour; and action to **prevent** boys and girls who are



⁴ ILO: *The end of child labour: Within reach*, (Geneva, 2006)

affected by HIV/AIDS from sliding into child labour. From the mainstreaming perspective, the actions will necessarily include dealing with HIV/AIDS as a major factor in child labour.

Mainstreaming actions may usefully be viewed under four clusters: (i) improving the knowledge base; (ii) advocacy; (iii) capacity building; and (iv) policy development and coordination.

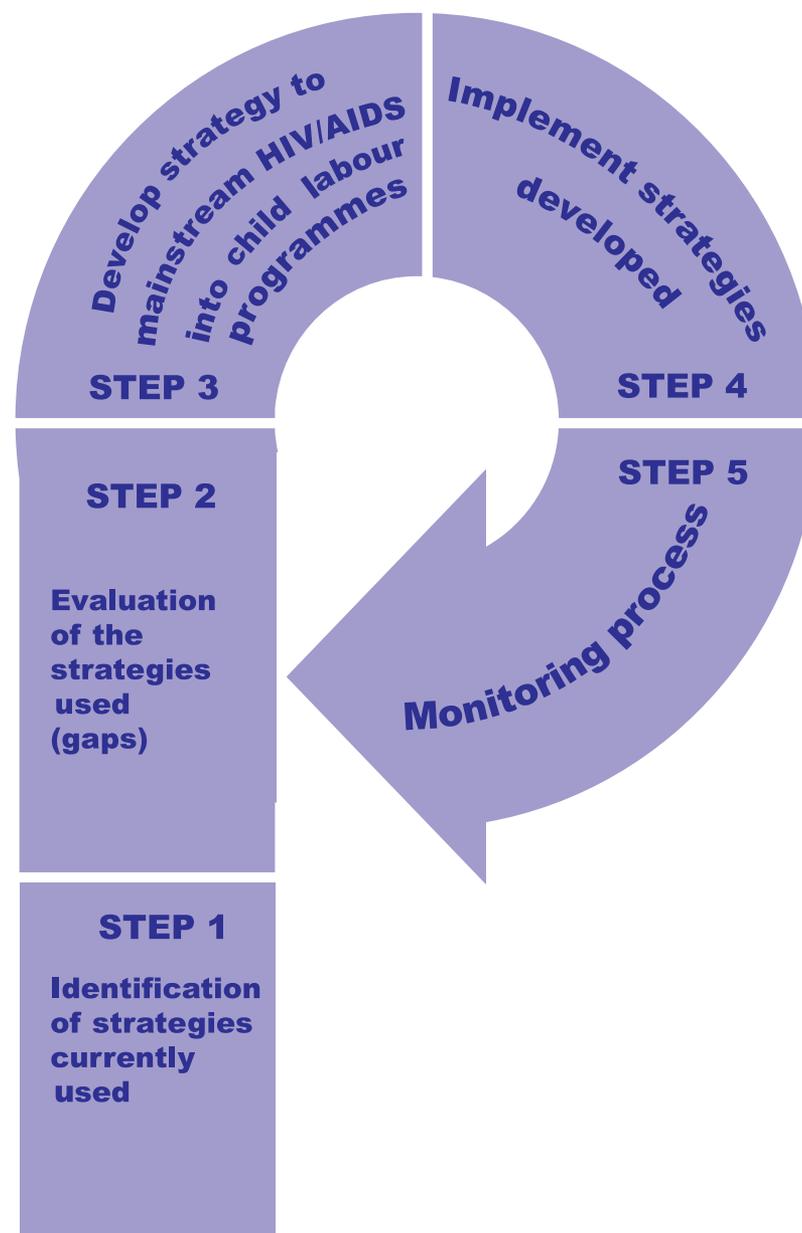
The P-process of mainstreaming

Mainstreaming involves complementary interventions and builds on existing strengths while eliminating duplication. It also enhances the relevance of an intervention by identifying and addressing the underlying issues that contribute to the problem. Most crucially, it enriches the potential of the intervention and builds a broader network of stakeholders.

The process of mainstreaming HIV/AIDS issues into child labour programmes is a stepwise approach that follows a proper assessment of the four cluster actions mentioned above. It entails:

- identifying strategies being used to address child labour;
- evaluating these strategies to find out the extent to which they address HIV/AIDS;
- developing strategies to effectively mainstream HIV/AIDS into child labour programmes;
- implementing these strategies; and
- monitoring and evaluating the mainstreaming process as part of the wider programme monitoring and evaluation of the performance of child labour programmes.

Flowing from the monitoring and evaluation process,



corrective measures have to be taken on planned actions, as well as resources and environment to facilitate successful mainstreaming. Given that development problems are dynamic, the mainstreaming process should continuously reflect that dynamism. The “outcome of the process” needs to be taken to the evaluation step to feed into the mainstreaming process over again (as illustrated in Figure 1: The P-process).

Application of mainstreaming to real life situations

Let’s examine the angles of the problem from the foregoing paragraphs and see what they imply for mainstreamed responses:

- (a) the parent or guardian who is the breadwinner is immobilized by the sickness and eventually dies;
- (b) the death of a parent robs the child of the security provided by the parents in the home;
- (c) the support the child enjoyed while at school is cut off by the sickness and death;
- (d) the child is either required to contribute or volunteers to participate in family survival activities. This results in infrequent attendance at school;
- (e) the intermittent participation in school affects the child’s capacity to fully engage with the educational process;
- (f) having to help with finding resources to keep the family going exposes the child to various risks, including exploitative work.
- (g) the death of a parent also affects the economy as the productive aspects of his/her work are withdrawn;
- (h) the risks of engaging in early sex, whether consensual or forced, are heightened for girls, exposing them to the risk of infections such as gonorrhoea, syphilis, candidiasis, and of course HIV;
- (i) young people are also vulnerable to other habits and negative practices such as drug and substance abuse. The absence of a supervisory figure makes this risk even more evident;
- (j) the loss of childhood and enjoyment of normal processes of growth and development. For instance, the absence of regular feeding could lead to malnutrition and related challenges for the child.

The four questions to ask while generating the response to the above set of factors are:

1. Do we have sufficient knowledge of the various dimensions of the problem which we wish to address?
2. Who are the stakeholders we should involve and how can we ensure that all potential stakeholders are on board and recognize the problem as a joint challenge?
3. What are our capacities to respond, and in case of gaps, how can we address the gaps?
4. What guidelines, policies and regulations are in place to support our response? How can the responses be coordinated within the existing policy framework?

As a social worker or humanitarian worker involved in mitigating the impacts of HIV/AIDS on children, how do you proceed to ensure that the challenges of HIV/AIDS and child labour are addressed in your interventions?

Generic mainstreaming standards

Before we look at child labour within specific sectors and what actions against child labour within those sectors can do to mainstream HIV/AIDS in their programmes, let us look at general guidelines that come through when reviewing literature on this subject.

Capacity building to replenish human and other resources

Many individuals and organizations have extensive experience and expertise in dealing with the challenge of child labour. Similarly, a good number of professionals and lay people have developed the capacity to respond in a multidimensional way to the challenge of HIV/AIDS.

However, it is probable that programmes that are very successful in tackling child labour are inadequate when it comes to dealing with aspects of HIV/AIDS, and vice versa. What are required are formal measures to develop the capacity of child labour programmes to be able to deal with the effects of HIV/AIDS. Such capacity will include actual responses as well as the ability to refer cases to institutions and organizations with better capacity to respond to the needs.

Work in a meaningful way

Projects, by their nature, tend to be time bound and results oriented. Unfortunately, if the project has not been designed to guarantee sustainable impact, it may be perceived as a hit-and-run entity.

Secondly, within the mainstreaming framework, it is vital to ensure that projects establish linkages that tap into the results or impacts of sister projects. Thus, a child labour project should identify and collaborate with an HIV/AIDS project within the vicinity so as to minimize duplication of efforts and resources.

Working in a meaningful way also means addressing the direct and indirect effects of child labour and HIV/AIDS such as malnutrition, medical needs, school fees, disinheritance and stigma.

Integrated responses

At the heart of mainstreaming is the idea of integration. It would be self defeating to assume that mere mention of HIV/AIDS in a programme document will be evidence of having mainstreamed HIV/AIDS in child labour programmes. HIV/AIDS has to be part of the strategic thinking of the programme. Look at the various aspects of the problem: social, economic, political, etc. and factor these in the design of a response. Even with ongoing projects, there should be a provision for integrating aspects that may not have been in the original design. Formative evaluation and monitoring exercises should be able to indicate the need for constant improvements.

Remember that the programmes and activities of vulnerable children cannot function effectively in isolation.

Intersectoral alliances

To be able to deal with child labour, interventions addressing the problem need to recognize that child labour relates to various sectors. For example, children in child labour are denied a chance to engage in formal education, so the education sector is concerned. Children's health is affected so the health sector is concerned. By engaging in labour, the labour sector is concerned. Child labour goes against national laws and international conventions so the law and order sector is concerned. We could go on citing various sectors and their links to child labour.

HIV/AIDS is a multisectoral problem (health, education, social affairs, justice, etc.) therefore we need to address the resulting child labour intersectorally. Joint planning efforts and partnerships in implementing activities provide an external eye that can help to ensure that all gaps in responses are addressed.

Share information, lessons and good practices

Information is power. Share it as much as possible. Child labour thrives in situations of limited information and knowledge. Similarly, the spread of HIV/AIDS and its effects can easily escalate in situations where access to information and knowledge is curtailed. In child labour and HIV/AIDS cases, misconceptions, myths and predatory misinformation are perpetuated due to lack of information. It goes without saying that cases of HIV/AIDS induced child labour will multiply if information is not processed and widely disseminated.

Sharing information can also be about available resources. For example, IPEC has developed a number of very useful resources including SCREAM packs, the training manual on child labour and HIV/AIDS, rapid assessment reports, and other IEC materials.

Information and lessons on good practices are also potent tools for in advocacy efforts.

Mount sustained advocacy about the problem

Advocacy provides the poor and the weak with a voice to get their views heard in a usually hostile environment. It is about keeping the issue alive or under the spotlight while proactively seeking a solution. Knowledge-based advocacy informs partners, generates public awareness and interest and mobilizes actors for or against an identified issue. It is part of the process of building alliances around a common objective. Advocacy drives progress and keeps issues on the agenda. Successful advocacy efforts are a combination of national level and local level initiatives, by government and non government partnerships. Civil society organizations have demonstrated their energy and intuition in conducting fruitful advocacy campaigns.

As much as possible advocacy efforts must involve children as the voices of conscience.

Advocacy includes social mobilization, media campaigns, public inquiries, pushing for legislation such as community level bylaws, working for improved policy development, coordination, and mobilizing resources to assist children out of child labour. For example, the elimination of HIV/AIDS-induced child labour needs to be articulated as an explicit goal by advocacy forums.

Experience also demonstrates that the success of advocacy efforts is not automatically guaranteed. There are bound to be false starts and reversals, especially where the connection between child labour and HIV/AIDS is not universally recognized. Nonetheless, false starts and reversals provide important lessons.

Monitoring and coordination (aiming at zero tolerance)

This involves the identification, referral, protection and prevention of child labourers through the development of a coordinated multisector monitoring and referral process that aims to cover all children living in a given geographical area. Its principal activities include regularly repeated direct observations to identify child labourers and to determine the risks to which they are exposed; referral of these children to services, verification that they have been removed and tracking them afterwards to ensure that they have satisfactory alternatives.

Developing a sustainability strategy

This is a central issue since problems relating to HIV/AIDS will persist even if a cure were to be found. It will take at least 10 more years to deal with the residual effects of the pandemic in Sub-Saharan Africa.

Sustainability will be in terms of maintaining awareness, fighting stigma, strengthening individual, family and community coping mechanisms,

providing sustainable support to extremely vulnerable individuals and OVCs, improving protective provisions for the individual particularly for girls who are prone to gender based violence, preventing transmission and re-infection, and nurturing sustainable social protection structures.

Stepwise approach to mainstreaming

The following table provides a visual framework for analyzing the compliance of your organization towards mainstreaming HIV/AIDS in its activities.

| Phase | Key question | Examples of indicators | Remarks |
|---|--|---|--|
| Our organization (P-process, step 1) | What do we do? Why do we do what we do? How can we enhance our programs? Are we the only players in this field? Are we happy with what we are doing? | | This is the basic step in the mainstreaming process. Often organizations get stuck into routines and lose institutional memory of their original goals |
| Recognize (P-process, step 2) | Is our organizational knowledge base on the link between child labour and HIV/AIDS sufficient? | Recognition of the threat to your programs posed by HIV/AIDS | Test if your understanding is shared with the target audience or beneficiaries |
| | What is the perceived problem? | Chronic absenteeism from school as a consequence of HIV/AIDS and an indication of potential child labour | Conduct a sector by sector analysis of the potential threat and vital links to be activated |
| | What are the underlying issues or dimensions of the problem? | <ul style="list-style-type: none"> - Household level poverty - Death or sickness of parent/ guardian - Limited access to health services - Lack of food leading to poor nutrition - Lack of scholastic support | Engage the target beneficiaries of the interventions in this discussion. Proxy identification of issues denies your organization the chance to deal with the underlying issues as perceived by the target groups |

| Phase | Key question | Examples of indicators | Remarks |
|--|---|--|---|
| Strategize: Activate the P-process (P-process, step 3) | What are we doing about the problem so far? | Whether HIV/AIDS is a key issue in our CL interventions: <ul style="list-style-type: none"> - care and support - counseling - withdrawal and integration into community - social protection - education - legal aid | Ask yourselves whether there are other things that could be added to the range of interventions |
| | Are we effective? | Identify clear gaps | Answer could be YES regarding our objectives and priorities but NO if seen holistically Get a team member to play the part of 'ace critic' to punch all types of holes in your strategy |
| | What can we do to mainstream HIV/AIDS or improve/sharpen our focus on HIV/AIDS in child labour programs in light of the other dimensions we are not addressing? | Advocacy Add a component on HIV/AIDS to each activity and make it a reporting requirement Explore the potential of partner networks to address our gaps Participate in coordination forums | Explore the entire range of advocacy strategies, from the grassroots to the global These call for variations from sophisticated IEC to simple one-on-one procedures |
| | How can we sustain the results of our joint interventions? | <ul style="list-style-type: none"> - Build the capacity of beneficiaries through training, sensitization, joint reviews, joint planning, responsibility posts, attachments, think tanks, etc - Foster networks - Mount systematic advocacy campaigns. | Capacities of: <ul style="list-style-type: none"> - the children - the family - the school - the community - social/professional workers - civic leaders Involvement of rights holders and duty bearers is very critical (in planning, implementing, monitoring, evaluating, planning processes) |
| | How can we build and/or improve capacity? | Documented knowledge of capacity gaps | Needs honest assessment of internal capacity to do this successfully |
| | What are the key issues for our advocacy strategy? | <ul style="list-style-type: none"> - Research - IEC - Resource mobilization | Consider the audience and end result of the advocacy strategy |

| Phase | Key question | Examples of indicators | Remarks |
|-------------------------|---|--|---|
| Act (P-process, step 4) | How should we prioritize our interventions? | Joint planning and reviews Ensuring that HIV/AIDS is integrated holistically | <ul style="list-style-type: none"> - Develop key indicators of behavior change and share with all stakeholders. - Update regularly as the project evolves |
| | How does the monitoring tool interface with the planning tools | Ensuring that actions feed into development and evaluation stages of the project | Make sure the tools are easy, widely disseminated and are 'owned' by stakeholders |
| | Who will participate in the M&E processes | Stakeholder involvement, starting with the children themselves | Both children engaged in child labour as well as those not in child labour are useful resource persons |
| | What will constitute our coordination mechanism | Existence of a coordination mechanism | Coordination is usually undermined by turf wars and reluctance to share information. Recognize this as a first step to establishing a coordination mechanism |
| | How do we ensure that partners in the network observe minimum ethical standards | Existence of guidelines and agreement on how they will be enforced | Beware the risk of people using guidelines to settle scores or advance their own agenda |

Conclusion

After analyzing the organization's status regarding mainstreaming of HIV/AIDS in child labour, it is now time to outline the key actions to take. Do not develop a long list of 'things to do'. Two or three critical actions will enable the organization to realign interventions. A long list would end up gobbling valuable time and resources whereas all that may be required are actions to strengthen interventions.

The P process is a continuous process. After implementation of a few actions, the monitoring and evaluating proves starts again and new actions can be integrated or mainstreamed.



Section 4:

THE ROLE OF THE EDUCATION SECTOR IN THE ELIMINATION OF HIV/AIDS INDUCED CHILD LABOUR

Session plan

Duration: 1 hour 45 minutes

Session objectives

- ❖ To recap on the various local, national and global initiatives to promote universal education
- ❖ To identify the challenges to universal education and their impact on children and communities
- ❖ To assess the role of education in combating child labour and HIV/AIDS
- ❖ To develop on a minimum package of education interventions for children threatened by child labour and HIV/AIDS

Methodology

Refer to Annex 1 for appropriate methodology.

Tools

- ❖ Flip charts or newsprint, markers, masking tape, VIPP cards
- ❖ Current statistics on children (Human Development Index)

Procedure

- Step 1: Facilitator provides an overview of the session objectives.
- Step 2: Invite participants to brainstorm on the relevance of education in the fight against child labour and HIV/AIDS.
- Step 3: Share the indicators on child labour, HIV/AIDS, child and maternal mortality, literacy, etc. Emphasize the fact that education is a right and the link to MDG and EFA. Guide participants to evaluate the impact of such indicators on the development of SSA.
- Step 4: Identify the key challenges of/to UPE in the context of child labour and HIV/AIDS.
- Step 5: Action. Either in groups or using any other creative technique, get participants to examine what needs to be done by various players to enable education serve as a mechanism for dealing with child labour and HIV/AIDS. The suggestions must be practical and feasible.
- Step 6: Conclude by exploring the possible links across sectors and agencies to enable the provision of quality education to all children including those under threat of child labour and HIV/AIDS.

Facilitation notes

Convention No. 138 of the ILO is a very strategic instrument in that it targets school aged children. If it were enforced to the letter, all governments that have ratified that convention should not have child labour statistics.

The main drivers of child labour are poverty, HIV/AIDS and lack of access to good quality primary education. According to Grootaert and Kanbur "... the overall condition of the education system can be a powerful influence on the supply of child labour... [Inadequate school systems play a significant role in causing child labour]".

In the context of the efforts being made to accomplish the 8 millennium development goals, it is vital to look at sample indicators on the progress of Sub-Saharan African countries regarding education to see how these relate to the drive against child labour (and indeed against HIV/AIDS-induced child labour).

Important indicators

While some countries within the sub continent are making steady progress, a significant number has seen reversals in the achievements of the previous decade, as the following examples illustrate:

- In Sub-Saharan Africa between 1980 and 2000, primary school enrolment declined from 58% to 50% (UNESCO, 2001).
- In all developing countries the percentage of children aged 6-11 not attending school was 15%. In the least developed countries, the percentage was 45 (UNESCO, 1998).
- Africa as a continent has a literacy rate of less than 60% (SIL, 2007). The average youth literacy rate for Sub-Saharan Africa is 60%.
- Average gross enrolment rate in primary schools in Sub-Saharan Africa was about 85% (USAID 2004). This refers to the total enrolment regardless of age.
- Average net intake rate (number of children entering the first year of primary education at the official age) is 44%. It is much lower for girls (30%).
- Average completion rate for SSA is 46% (41% for girls).

Implications of the above statistics:

- 50% of Africa's children are out of school, meaning that they are easy prey for child labour.
- Since literacy is about being able to read and write (with understanding) a short simple statement relating to one's everyday life combined impact of these statistics reveals a key source of child labour. Moreover, such people cannot even benefit from the advocacy and information programmes seeking to influence change of behavior regarding HIV/AIDS, family planning and so on. In other words, large sections of the population cannot be reached with vital messages. Such is the cycle of poverty, ignorance and disease that undermines several MDGs.
- Many children who go through school come out functionally illiterate. Therefore the quality of basic education available to poorer citizens is likely to lead them nowhere.
- Even when governments encourage children who are above the age of enrolment, some children still cannot access education.
- 54% of all boys and 59% of all girls who enroll into grade one are likely not to finish the primary school cycle.

The pertinent question then might be: does education offer a solution to child labour, and indeed HIV/AIDS induced child labour?

There is evidence that where governments have promoted good quality education, there has been a corresponding decline in reported cases of child labour.

When Sri Lanka enforced compulsory education in the 1920s and 1930s, child participation in education rose from 58% in 1946 to 74% in 1963. The literacy rate also rose from 58% to 86%. **The employment rate of children declined from 13% in 1946 to 6.2% in 1963.** By 1995 the employment rate for children stood at 5.3% for boys and 4.6% for girls.

In the Indian state of Kerala, increased spending on education without even making any overt efforts to end child labour resulted into 0% dropout rate, 1.9% child labour and 94% literacy rate (86% for females). This showed that an enhanced school system was more effective than enforcement of child labour legislation in combating child labour.

It therefore means that a good quality education system, supported by an effective policy on compulsory education, would be the basis for sustainable interventions against child labour.

Is education the only solution?

It would be naïve to expect that education alone would provide the solution. Education provides the home for integrated interventions. The thrust of this chapter is on basing actions within the education sector. The key elements would be

- ⇒ Enact policies for free but compulsory universal education. Since several sub Saharan countries have already implemented universal primary education, they need to buttress this by making it compulsory, crafting a reward/penalty system for duty bearers who do not play their part in ensuring that all children can access and stay in school. Allowing Convention 138 to take effect is a necessary first step. *Your organization can support this by advocating and implementing actions that support the policies.*
- ⇒ Generate demand for education among communities and particularly among children. Once this is done, make it an objective to realize 100% enrolment, retention and completion rates. *Your organization can play a leading role in explaining the value of education and changing negative perceptions and attitudes about education.*
- ⇒ Provide support to families and communities to generate income without the need for children's participation. *Your organization can mitigate the adverse economic effects by showing families practical ways of getting out of poverty. You should never create a dependency culture.*
- ⇒ Provide for multisectoral interventions at schools. As collecting points for many children, schools should be viewed as more than dispensers of knowledge. Health service provision should be strengthened at schools. *Your organization can facilitate outreach activities of key service providers.*

Actions to consider

1. Since socialization begins from the earliest stages of life, children, teachers and community members should be helped to understand the discordance between their stereotype views on girls and the accepted views on gender equality. Thus, deal with the gender question squarely and firmly.

2. Implement community education programs for a change in social attitudes to ensure that girls and children with disabilities have the same opportunities to participate in formal education.
3. Flexible approaches to education, where providers become more responsive to the life condition of children and adolescents are likely to be more successful than rigid and traditional approaches. You should therefore offer options or at least allow alternative forms of education to thrive.
4. Child labourers need special support programmes to help them return to school where appropriate and to re-integrate into society if they have been pushed onto the streets.
5. Providers of education will provide a better quality product, if they listen to and understand the needs of the recipients of education.
6. Adopt a community-based approach that encourages self-help and builds on local culture, realities and perceptions of child development.
7. Provide support as well as training for personnel who care for children.
8. Consider school as the entry point to provide assistance about HIV and child labour issues. All actors should concentrate their actions on schools: MOE, MOL, MO Social Affairs, ILO, UNICEF, WFP, UNFPA, FAO, UNDP, UNAIDS, WHO, UNESCO, UNOHCHR, specialized NGOs, teachers' associations, etc
9. Ensure clarity on ethical issues in order to protect children.
10. Advocate children's rights.
11. Life skills education and development: ensure that the education provided empowers girls and boys to deal with supplementary risks such as drug and substance abuse, prostitution, sexual exploitation and abuse, rape and other forms of gender-based violence, recruitment into fighting groups, etc.)?
12. Ensure regular investigation of levels of non-enrolment or weak attendance of females and adolescents and, after consultation with the community, including women's and youth groups, ensure remedial measures are taken (e.g. timing of domestic activities adjusted) and needed resources allocated (e.g. sanitary supplies/soap/clothing for older girls, recreational equipment); and measure/report success in increasing participation levels in schooling

Rights-based, child-friendly school⁵

The following aspects should be considered when working with schools to support children affected by child labour and HIV/AIDS. Granted, schools in SSA have tried to improve their environments and processes, making them much friendlier than they were in the past century. However, some are still 'guilty' of being totally unfriendly to children. Your organization may not wish to be associated with such schools. Thus, before engaging with any school to mitigate the effects of child labour and HIV/AIDS, you should try and establish whether the school:

- (a) Reflects and realizes the rights of every child in the community – cooperates with other partners to promote and monitor the well-being and rights of all children; defends and protects all children from abuse and harm (as a sanctuary) both inside and outside the school.
- (b) Sees and understands the whole child in a broad context - is concerned with what happens to children before they enter the system

⁵ IRC: *Mainstreaming children's rights in education*, 2002

- (e.g. their readiness for school and for life in terms of health and nutritional status, social and linguistic skills) and, once they have left the classroom, back in their homes, the community and the workplace.
- (c) Is child centred encourages participation, creativity, self-esteem and psycho-social well-being; promotes a structured, child-centred curriculum and teaching-learning methods appropriate to the child's developmental level, abilities and learning style; and places high priority on the needs of children over the needs of the other actors in the system.
 - (d) Is gender sensitive and girl-friendly - promotes parity in the enrolment and achievement of girls and boys, reduces constraints to gender equity and eliminates gender stereotypes; provides facilities, curricula and learning processes welcoming to girls.
 - (e) Promotes quality learning outcomes - helps children master the essential enabling skills of writing and reading, speaking, listening and mathematics and the general knowledge and skills required for a living in the new century including useful traditional knowledge and the values of peace, democracy and the acceptance of diversity; encourages children to think critically, ask questions and express their opinions.
 - (f) Provides education based on the reality of children's lives - ensures that curricular content responds to the learning needs of individual children as well as to the general objectives of the education system and the local context and traditional knowledge of families and the community.
 - (g) Is flexible and responds to diversity - meets differing circumstances and needs of children (e.g. as determined by gender, culture, social class, ability level)
 - (h) Acts to ensure inclusion respect and equality of opportunity for all children does not stereotype, exclude or discriminate on the basis of difference
 - (i) Promotes mental and physical health - provides emotional support; encourages healthy behaviors and practices; guarantees a hygienic, safe, secure and joyful environment; where necessary and possible serves as a venue for a critical health services for children
 - (j) Provides education that is affordable and accessible especially to children and families most at risk
 - (k) Enhances teacher capacity, morale, commitment and status ensures that its teachers have sufficient pre-service training, in-service support and professional development status and income
 - (l) Is family focused - attempts to work with and strengthen families and helps children, parents and teachers establish harmonious collaborative partnerships
 - (m) Is community based - strengthens school governance through a decentralized, community-based approach; encourages parents, local government, community organizations and other institutions of civil society to participate in the management as well as the financing of education; promotes child-friendly communities and partnerships and networks focused on the rights and well-being of children

A case for special programmes for children in child labour induced by HIV/AIDS

It may not be practical or feasible to introduce education programmes dedicated to addressing the needs of children affected by child labour which is induced by HIV/AIDS. Indeed, most governments in SSA promote integration and inclusiveness in education as a means of fighting stigma and ensuring that the children feel a sense of belonging. Nevertheless, organizations working to combat HIV/AIDS induced child labour need to work closely with line ministries of education and local, provincial or regional governments in the respective countries to identify and

offer education packages that give the affected children a measure of choice. These could include:

- Alternative education routes that are flexible and do not interfere with income generating activities of the children. As highlighted in this handbook, programmes along the lines of alternative education, complementary opportunities for education, and catch up education would be helpful.
- Vocational skills courses that would enable the children engage in income generating activities upon completion of their courses. Where such courses are provided there should be provisions for start up capital and tools to utilize during the training and upon graduation.
- Integration should include providing support programmes like ECD that would enable children, especially girls who mind younger siblings, to enroll the little ones into ECD centres where they can receive specialized care and attention as the older girls participate in school.
- Many children are pushed out of school due to lack of fees and scholastic materials. Organizations working with such children know (or have the ability to establish) the exact extent of vulnerability. A bursary scheme targeting extremely vulnerable children would offer a life chance to the children to participate in and complete school.
- Similarly, there should be budgetary provisions to provide young girls with facilities that are responsive to the hygiene needs of girls especially adolescents.
- Boarding schools are not very popular with funding agencies yet they provide a means of protection and support to vulnerable children. Those who are withdrawn from child labour, those who are at risk of engaging in child labour, as well as those who have to fend for themselves, can be helped to enjoy their education in a boarding school.

Conclusion: Social policy and education

In many of the sub Saharan countries targeted by this handbook the ability of families to provide children with basic care and protection has been undermined by poverty, reduced levels of public service, HIV/AIDS and conflict. Where a household's economic base has been eroded, its capacity to support children through the process of education is also reduced, making children even more vulnerable to child labour. For this reason, it is essential to look at education as part of a wider livelihood system: a narrow sectoral approach is unlikely to succeed where the opportunity and financial costs to beneficiaries (children and parents) have not been taken into account. The first priority must therefore be to understand a community's basic subsistence/survival mechanisms and the economic and social constraints that will prevent some children from participating in educational activities or drive them into child labour.

More specifically, if the aim is to make educational activities accessible to all children, choices must be understood from the consumer's point of view. What do parents perceive as a worthwhile investment? What basic subsistence needs have to be met before they are prepared to take children out of production? What measures are needed to reduce the proportion of domestic income available from child labour?

From the child's perspective, a similar set of questions arise: where children have responsibility for raising their own money for books, equipment or school fees, what drives their decisions? All these questions have implications for programme planning and implementation, and suggest that, if a successful educational outcome is to be achieved, activities across a range of sectors will be necessary.

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Annex 1:

PARTICIPATORY METHODS OF FACILITATION

Below are some of the more popular facilitation methods that ensure maximum impact through engaging participants actively in the sessions. Facilitators are free to vary the methods to ensure that the training is successful.

Visualization in participatory planning/processes (VIPP):

This process is based on the power of visual effect. Knowing that every participant has an idea about the issue being discussed, the facilitator provides each one with a card and asks them to write the idea down.

The rules are that each card should have only one idea (meaning that a participant with more ideas should ask for extra cards). Secondly, the card should not have more than three lines, and should be legible up to a distance of ten metres.

Once participants have noted their ideas on the cards, either they are requested to pin their cards up or a volunteer can collect and pin them up.

At this stage the cards are the property of the workshop and nobody should be held responsible for any errors or omissions.

The cards are clustered and processed to pick out the key issues relating to the topic under discussion. This is an effective way of ensuring that all participants express their views. It can lead to further questions to be probed.

VIPP methodology works well with other methods cited below.

Brainstorming: This is a procedure whereby all participants are given a chance to contribute to the discussion through brief responses. Initially all ideas are taken down and then processed later. The ideas become the property of the group or workshop and therefore the facilitator or any participant is not free to identify wrong ones with particular individuals. Instead, the wrong ideas are dealt with on their own merit.

Clustering: This is a useful method for dealing with the outputs of a brainstorming session. Once the participants have collected their ideas the facilitator works with them to identify the main points. The rest of the ideas are placed around those key points (hence, the term 'clustering'). The visual impact of the resulting map of ideas will remain with the participants long after the workshop.

Ranking: This enables participants to value the points in order to prioritize actions. By doing this collectively, participants come up with a mutual position. This helps to pre-empt future wrangles about activities to be implemented.

Group work: This allows focused discussions among small groups of participants. The ideas generated in small groups are later shared in the plenary. The advantage of group work is that even the usually quiet participant is enabled to contribute to the issues at hand.

Buzz group: This is a method whereby participants are allowed to explore issues in pairs or threes without the need to move a lot. The resulting hum of the noise sounds like the buzz of bees, hence the name 'buzz'.

Case studies: These allow participants to conduct detailed analyses of cases or scenarios, some of which may be typical cases with which participants are familiar. Case studies help participants see other people's perspectives and this can help them strengthen good practices or change for the better.

Lecture: This method is useful for presenting new ideas or summarizing key points by the facilitator. While lecturing is not necessarily participatory, it is recognized as an efficient method. Moreover, some participants prefer authoritative submissions through lectures. However, facilitators need to be cautious about lecture methods. Lecturing is very attractive but it also reveals the facilitator's authoritarian tendencies. Therefore, only use it when you must.

These are a few of the many methods available. Facilitators and participants are encouraged to identify more methods that would make their training sessions successful.

Ice breakers and energizers

Ice breakers are important ingredients in any training activity. They 'warm up' the atmosphere by reducing isolation and anxiety levels. Through humour, you create an atmosphere where all participants can open up and participate as equals.

Ice breakers are particularly important at the very beginning of any training workshop or activity.

It is important for the facilitator to be sensitive in the selection of ice breakers, to ensure that some participants are not inadvertently embarrassed by the activity.

Energizers are ideal when the workshop is in session and you realize that people's attention span is declining, e.g. if the session has been too long, or you wish to switch from one theme to the next. Energizers are activities that inject motivation into the participants.

You can use an energizer to group participants for a task.

Key facilitator skills

There are many skills that a facilitator needs in order to carry out the activities successfully. However, three stand out as the core skills you will need:

Respect – You need to help participants feel that they are important and that their contribution counts. There is no standard way of conveying respect. Recalling a participant's name, being courteous (without being condescending), giving participants positive attention, listening actively and not making unnecessary interruptions are some of the ways of showing respect.

Empathy – This is a life skill. You need to show that you can place yourself in the position of the participant. That is how the participants will also gauge that you appreciate their experiences.

Genuineness – This entails being open about yourself and showing that you are trustworthy. Genuineness is gauged by your audience so all you need do is try to be yourself!

Annex 2:

MAINSTREAMING HIV/AIDS IN CHILD LABOUR INTERVENTIONS IN SOME SECTORS

This section provides a practical way of mainstreaming HIV/AIDS in child labour interventions in various sectors. It is by no means intended to be exhaustive; rather, it provides a generic framework upon which your organization will build basing on your own goals, experience and mandate.

Agriculture

This is the economic mainstay of many sub Saharan countries. Subsistence agriculture represents over 50% of the combined economies of the region.

Large scale commercial farming is limited when compared with subsistence farming. However, it is the most likely to engage in child labour.

The emergence of new cash crops like vanilla and flower growing has also provided a ready destination for child laborers. In the case of vanilla, it is argued that the nimble fingers of children are the best for manual pollination of the crop. Yet while the crop is believed to be a money spinner, the children are routinely ripped off once they have finished their tasks.

Individuals and organizations working to eliminate child labour should focus on large scale commercial farms on a permanent basis. Similarly those working to address the impacts of HIV/AIDS, including efforts to minimize its spread should also be on the alert to ensure that children engaged in child labour are not targets of direct or indirect sexual exploitation and abuse. Girls in particular should be monitored to ensure that they are not rendered vulnerable to early sex.

Key strategies to address HIV/AIDS and child labour in the agricultural sector

1. Monitor small scale agricultural activities to ensure that they do not engage underage children in demeaning work or that the children are not exposed in anyway to harmful acts likely to expose them to the risk of HIV/AIDS.
2. Ensure that the children who are affected by HIV/AIDS are not simply pushed into agricultural activities as a matter of course.
3. Take interest in children doing extensive workloads while others are engaged in play or school work.
4. Through research and information sharing, determine the level of risk of either child labour or HIV/AIDS or both.
5. Seek the services of a competent professional e.g. a social worker to talk to the children and assess their circumstances that are driving them into child labour and/or exposing them to HIV/AIDS.
6. Address the problem as a public concern. Where the children are at higher risk the adults involved are likely to be apprehensive and reluctant to cooperate.
7. Carry out simultaneous actions such as ensuring that they can re-access school, or for those who are still in school but are faced with regular absenteeism, that they can be supported to remain in school and participate. This calls for mobilization of

material support to ensure that the needs of those children are addressed. The other important function is to provide systematic psychosocial support to the children and the families they hail from.

8. Provide sustainable support to the families of the children. This should not necessarily take the form of handouts, but could include skills and seed funds to operate income generating activities.
9. Make information available (IEC) about the scale of the problem and the implications for the society and the individuals concerned. Where the business or agricultural enterprise is using child laborers, they should be aware of the legal implications including the penalties they face.
10. Identify ways of providing relevant social protection at the appropriate level, e.g. provide HIV infected adult workers with health care and social protection in order to protect the family.

Agency or sector responsible

The local leadership in the communities should take the lead role in fighting child labour at the grassroots levels. This is mainly due to the fact that small scale agricultural activities are also likely to lead to the invisibility of child labour.

Children are ever more likely to play the vanguard role in identifying and reporting the prevalence of child labor and the likelihood of HIV/AIDS risk to the vulnerable children. NGOs working in these sectors therefore need to include in their programs training and skills building for children to empower them to play a meaningful role.

The efforts of local leaders, children and NGOs will be futile if there is no enabling policy framework (social protection), legal regime and functional referral system that can respond to the various calls. Moreover, given that much of the reportage will be circumstantial, it calls for the establishment of robust investigative mechanisms that enjoy the public trust for being objective, efficient and reliable.

Fishing industry

The fishing industry provides significant nutritional as well as economic support to the communities involved and the nations at large. Like agriculture, fishing is both rudimentary and large scale. Its impact is more pronounced on male children although increasingly girls are drawn into it to service its parallel social dimension.

There are several steps in fish processing and each of these is likely to dictate the nature of labour required. Catching the fish is a male activity, but cleaning, packaging, smoking and sales are usually handled by females. Where children are seen as less demanding, they may be recruited to carry out some of the processes.

By its nature, fish provides quick financial returns to those engaged in the trade. This is a powerful attraction to young boys and girls, who see education as a drag, especially where schools are unfriendly and teachers do not teach consistently.

Once trapped into the fishing industry, boys and girls are rendered vulnerable to all types of risks, not least being the HIV/AIDS risk. Across Sub-Saharan Africa, myths and misconceptions abound regarding the fishing industry.

Key strategies to address child labour and HIV/AIDS in the fishing sector

1. Carry out pre-emptive activities to ensure that children are not lured into the industry. Focus on children affected by HIV/AIDS as

- they may see the industry as a panacea to their seemingly endless problems.
2. Work with the children already engaged in the industry to identify ways of enabling them to reintegrate into education. Offer them alternative forms of education so that they are not dissuaded by the prospects of being cut off from their economic lifelines.
 3. Provide relevant timely information to the children and communities about the risks they face and the cumulative risks the community will be faced with if the children are not supported to remain in school.
 4. Provide care and support to the children who are affected by HIV/AIDS within their family frameworks. Where both parents may have died and the children are heads of households, the pressures driving them into the fishing industry can be mitigated through carefully drafted measures and/or projects.
 5. Network with other service providers to ensure that the children can access services such as vitamin supplementation, regular immunizations, pediatric help, scholastic materials, access to safe water, adolescent sexual and reproductive health services, and others. Children already engaged in sexual activity need to know the options to safe sex.
 6. Establish sustainable interventions that foster the active participation of the children, right from inception through implementation to monitoring and sustainability provisions.

Agency or sector responsible

For the big enterprises employing children, a consumer boycott would be a very effective tool. However, this will obviously invite a backlash from the enterprises so civil society organizations involved need to prepare in advance. (Please note that this is a radical solution to be used as a last resort if all other actions have proved futile.)

The education sector can still play a leading role in enabling the boys and girls recover their childhood and youth. Formal schooling may seem rigid for such children. Organizations seeking to help children reenter schooling should conduct a thorough analysis of the drivers into child labour and recommend appropriate routes. Many countries in Sub-Saharan Africa have experimented with pilot education projects that are non formal but offer the whole range of relevant curricula for excluded children. In Uganda, COPE (complementary opportunities for primary education), ABEK (Alternative Basic Education for Karamoja), BEUPA (Basic Education for Urban Poor Areas) are such initiatives that can be adapted for other contexts.

Children, members of communities and local leadership are the primary agents to ensure that children trapped in the fishing industry prematurely are salvaged. Other organizations can only support initiatives of the community. They should not allow themselves to be seen as the prime movers of change as they are not likely to remain in the community forever, unless they are local CBOs.

War affected children

Even with international consensus against the use of boys and girls in armed conflicts, many militias and quite a few national armies still recruit children into fighting forces. Forceful drafting of minors into conflicts is not only abhorrent but also inimical to the enjoyment of the rights of children. Child soldiers are indeed engaged in WFCL.

It is common to find that the children forcefully recruited as child soldiers are not only doing dehumanizing work, including killing their fellow children, but they are also routinely abused sexually and forced into early marriage. This happens even when the men molesting children know that they are HIV positive, or that the children are too young to handle married life. Often these children are drugged or given illicit

alcohol. They are routinely subjected to psychological brain washing. All these point to the need for comprehensive psychosocial and trauma counseling interventions for the affected children.

Usually, upon cessation of hostilities, the same children who were denied a chance to pursue education are reminded that because of the limitations in their academic qualifications, they cannot be given decent jobs in the civil service and/or cannot be promoted beyond basic ranks in the forces. Thus whoever recruits a child, forcefully or otherwise, condemns that boy or girl to a hard life. For formerly abducted girls who were raped and bore children, freedom from bondage is pyrrhic. They are usually rejected by their own families and communities and their children are even more detested for being the children of abductors. Stigma is a major part of their existence and where stigma persists, problems are pushed underground. It is a case of multiple dilemmas for such young mothers and their so called “bush babies”;

Key strategies

1. Determine the extent of the problem and disaggregate it by gender. Always develop gender responsive solutions with the full participation of the affected boys and girls.
2. Engage with the various ‘culprit’ groups to ensure that they understand the full extent of the problem and internalize the moral and legal implications of their actions. Do not only look at the rebels...even governments recruit child soldiers.
3. Provide up-to-date information, education and communication on the risks related to recruitment of child soldiers. Abductions follow a pattern. Children need to be made aware of risky practices and behaviors that expose them to abductors e.g. staying in isolated villages during an insurgency.
4. The perpetrators need to know that recruitment of underage soldiers is one of the acts classified as *crime against humanity* and they stand a high risk of being dragged to the International Court of Justice at The Hague.
5. Seek access to the children already drafted and counsel them in preparation for withdrawal and reintegration into civilian life. This is a challenging task that needs a lot of tact and is best handled by professionals. Similarly, work with children who are likely to be lured into the ranks of fighting groups to prevent their recruitment. They need to know that they are at higher risk when incorporated into those groups and chances of salvaging their childhood are extremely slim.
6. Provide social protection within the framework of the family or community that will also need counseling so as not to discriminate against the children and drive them back into armed groups. Similarly, work to address the state of hopelessness⁶ that is likely to make communities feel relieved when they see their children fighting.
7. Specifically for formerly abducted girls who return to their communities with illegitimate children, programmes need to
 - (a) Deal with stigma directed at the child mothers and their “bush babies”;
 - (b) Address the psychosocial challenges of the girls and their families to enable the families deal with their anger, frustration and disappointment which is obviously misplaced. The girls never had a choice when being abducted.
 - (c) Deal with the immediate needs of the girls and their babies. These could be physical as well as social. Specific attention should be on reducing vulnerability to HIV/AIDS and child labour.
 - (d) Ensure that the girls and their babies can enjoy their human rights. Raise the ‘radar’ against all forms of abuse and

⁶ This is a very tough undertaking especially in situations where conflict has gone on for decades.

- exploitation.
- (e) Provide for longer term mechanisms, within the social protection framework, to enable the children grow up in an environment that does not target them simply for being the children of their fathers. They had no choice in being born.
 - (f) Link them to service providers who can offer dedicated professional support of various kinds e.g. counseling, VCT and management of paediatric HIV, support for education in an inclusive arrangement, etc.
8. Foster the development of networks to deal with child soldiers and the attendant risks to contracting HIV/AIDS. A quick measure is to popularize care and treatment for sexually transmitted diseases, the provision of protective devices for sex, and the promotion of life skills that can enable the children negotiate for safe sex when there is no better option. Also, train them to serve as peer educators and mediators of health counseling and testing (HCT).
 9. Share research findings on the scale of the problem and particularly the good practices elsewhere that have been used to address the problem.

Agency or sector responsible

The national recruiting agencies have the primary responsibility of ensuring that the troops they recruit are adults, not children. As national armies, they also have the primary duty of ensuring the safety of citizens and their property. Thus, even where renegade forces abduct and draft children into armed conflict the national armies must pursue them, recover the children and neutralize all threats to the boys and girls of the nation.

In a state of conflict, expecting the national armies alone to ensure the safety of children is an unreasonable expectation. Other agencies with mandates to offer child protection need to scale up their activities so that in the spirit of indivisible human rights, all the boys and girls who are vulnerable to abduction can be safeguarded, or when abducted, they can be recovered and rehabilitated to resume their lives as children. This calls for concerted counseling and psychosocial interventions.

The boys and girls who are affected need to be engaged in formulating responses that add value to their lives. It is they who know the pain of being forced to commit atrocities in the name of heroic causes. They may have the simple idea on what it takes to restore normalcy or a semblance of normalcy to them.

Commercial sexual exploitation of children (CSEC)

The activities in this sector include smuggling and exploitative sex, two commercial fields that play a leading role in using child laborers and exposing them to the risks of HIV/AIDS.

We have seen that smugglers tend to use children in their trades because they think that on their nimble feet, the children are adept at evading border patrols. They also reckon that the suspicions of patrols are mostly focused on adults thus allowing the children to ply their trades unnoticed. These are really callous excuses, as the main reason seems to be that children are easier to cheat once they have delivered their cargo. Also, in case of fatalities, they are less likely to be a 'nuisance' as the adults would be in terms of compensation for injury or death.

Commercial sexual exploitation of children is one of the most dangerous manifestations of child labour that combines with the risk of HIV/AIDS directly. It is one sector where the synergy of interventions against child labour and HIV/AIDS can be best demonstrated. Yet it is also a very secretive industry that operates on 'underground' principles and is least likely to be routed.

Adults who run brothels to satisfy aged adults using young girls need to be targeted with activities that unleash on them public opprobrium for their depraved actions. Equally potent would be activities with young children that do not adopt a moralistic stance and do not heap blame on children in a blanket way. It would be better to pinpoint the problem and address it in a confidential manner, thus lowering the risk of backlash.

Another area to target with interventions is the informal commercial sector which includes businesses like car washing, hawking, provision of casual labour, lifting luggage at markets and loading/off loading merchandise at shops and warehouses.

Key strategies

1. Determine the extent of the problem through focus group discussions, one-on-one conversations, researches and case studies.
2. Establish the relationship between child labour and HIV/AIDS among the target groups.
3. Reach out to them in a humane way by providing counseling, care and support that includes access to friendly adolescent sexual and reproductive health services.
4. Persuade the adults behind the business to work with you. If such a partnership can be pulled through, it will solve the majority of the problem.
5. Link the children to auxiliary services such as drug and alcohol rehabilitation groups, HIV/AIDS counseling and testing services.
6. Offer legal aid to children who may have been orphaned and disinherited by their relatives.
7. Provide the boys and girls with alternative routes to continue with their education and skills training and assist them to make an informed choice that would enable them participate in income generation as they study. Provide the children with scholastic support including catch up tuition to enable them complete the prescribed curriculum or acquire marketable skills in an agreed time frame.
8. Deal specifically with gender issues that are perceived to be drivers into child labour and expose children to gender based violence and HIV/AIDS.

Agency or sector responsible

Social services departments are important in coordinating multisectoral responses to the challenges of HIV/AIDS induced child labour within the commercial sector. This is because the social services departments have a core of professional staff that is competent to understand and articulate the underlying causes of the problem and so are in the best position to generate a community owned response.

The law enforcement agencies like local police, judicial services, probation and welfare also have it within their mandates to support the social services sector.

Local and international non government organizations, either working solely or in partnership with community owned resources such as CBOs, can play a significant role in addressing the plight of children lured into child labour and exposed to HIV/AIDS by the commercial sector.

As in other interventions, the role of children in leading the fight against HIV/AIDS induced child labour cannot be overstated. The

children know intimately the crises their peers go through and should not be left to wring their fingers when they can be helped to play an active role in stamping out HIV/AIDS induced child labour in the commercial sector.

Child domestic labour (CDL)

Child domestic labour is a very sensitive issue because it usually originates in kinship arrangements within a supposedly protective environment where children – often girls – are learning useful skills or being offered an exit mechanism from hardship. Indeed, the way it is presented sometimes makes it seem attractive that the girls themselves beg to be involved. Child domestic labour therefore enjoys social tolerance similar to that displayed towards agricultural work. Moreover, in many countries it is supported by the educated elite. To appreciate the fundamental causes of CDL and develop adequate responses, one needs to understand its cultural dimension.

CDL is therefore seen as a quick solution to the problem of orphans and other vulnerable children, yet it poses one of the highest threats to the children. By dangling the prospects of a good life in towns and urban centres, usually with more well off relatives, CDL contributes to the early dropout of children from school. Once the children are in their new homes, they are subjected to all types of harassment, given work which is disproportionate to their ages, and girls may be subjected to sexual exploitation and abuse.

CDL is a very gender biased sector (just as boys predominate in the mining and quarrying industries). Unfortunately, domestic work has been largely excluded from any form of regulation. It is therefore a sector that retains its abusive features.

As noted in the challenges, it is still not easy to determine the extent of the problem, much as it is possible that it manifests itself in every home (especially urban households) in Sub-Saharan Africa. It is however acknowledged that girls who are engaged in domestic work are easy targets of sexual exploitation and abuse, and most unreported cases of gender-based violence involve children engaged in domestic work. Moreover, much as they contribute to the economic growth of households, the girls engaged in CDL are not paid regularly for their labour. If they are paid, they are routinely cheated.

Key strategies

Media attention has increasingly focused on this problem in the recent past. However, it is still a challenge that easily gets hushed; perhaps due to the fact that it affects practically every household and people are reluctant to see themselves as traitors of children they claim to care for.

1. Advocacy remains an important tool in bringing the problem to the limelight. This should be accelerated with IEC tools specific to the problem, that illustrate that HIV/AIDS is both a cause and effect of CDL. Advocacy should not target only policy level stakeholders, but should include village stakeholders so as to preclude the excuse that 'we did not know!'
2. The second important strategy is to document the extent of the problem, with relevant statistics to inform next steps at individual, household, community and national levels.
3. The affected girls and boys should be given a chance to continue with schooling in order to acquire lifelong skills and knowledge that they would rely on in future. The offers should involve an element of choice so that the children do not feel trapped or pushed involuntarily from one problem to another.
4. Guidance and counseling services should be provided to children likely to fall into domestic child labour as well as those already engaged so that they can be recovered.
5. Legal aid should be offered to those who were pushed into child labour by the selfish actions of relatives who may have disinherited them upon the death of their parents.
6. The child domestic labour sector should be regularized so that domestic workers are covered by defined rights. Everyone legally able to work has a right to decent work.

7. All the foregoing should utilize the energies and insights of children, those directly affected as well as those in school who are sure to empathize with their peers.

Agency or sector responsible

- (a) Civil society organizations have a vanguard role to play in advocating for legislation against CDL.
- (b) Political and civic leaders need to develop rules and regulations requiring all households with children of school age to be enrolled in school. They can impose penalties for breaching such rules.
- (c) The law enforcement agencies like local police, judicial services, probation and welfare need to be more proactive in ensuring that the existing legal provisions are adhered to. Where this fails they must apply the sanctions provided in the penal codes of respective nations.
- (d) Across the region there have been media reports on the scale of CDL and the responses to it. These have been few and sporadic. There is need now to coordinate all the efforts as part of advocacy and to mainstream responses to CDL.
- (e) As in other interventions, the role of children in leading the fight against HIV/AIDS induced child labour cannot be overstated. The children know the challenges their peers face. They need help to play an active role in stamping out HIV/AIDS induced child domestic labour in the commercial sector.
- (f) The Education sectors of various governments must provide flexible education alternatives to children who must work for a living. With rampaging HIV/AIDS as well as the many conflicts across the sub region, many children have become heads of households and so they may not have many options available to them regarding their rights thus being forced into CDL. These can benefit from flexible education programmes.

Street children

The phenomenon of street children gained prominence in many urban centres in the last two to three decades and has now become a major problem for developing countries. The factors driving children to the streets are varied but include conflicts, economic hardships, some truancy, *and the effects of HIV/AIDS*. Street families are now a common feature whereby former street kids have paired up and produced their own children for whom the street is the natural community. Working with street children is a very complex undertaking as they have their own culture and sometimes take daredevil risks well beyond their age. Some are forced into illicit street-based activities such as petty theft, begging, pimping or trafficking banned substances. Their streetwise demeanor does not protect them from some of the worst forms of child labour and abuse. They are vulnerable to all sorts of abuse.

Key strategies

- (a) Establish the source of the problem e.g. by determining the origin of the children and the factors driving them to the streets.
- (b) Work out the linkage between street life and child labour.
- (c) Determine the percentage of street children who are on streets as a consequence of HIV/AIDS as well as assessing their vulnerability to HIV/AIDS.
- (d) Advocate for multiple responses to enable the boys and girls on the streets benefit from essential services including VCT, preventive measures against HIV/AIDS and medical help for those directly affected by HIV/AIDS.
- (e) Offer meaningful choices such as reintegration into education and society.

- (f) Promote access to social services such as health, water and sanitation.
- (g) Offer counseling, care and support that includes access to friendly adolescent sexual and reproductive health services. Aim to cut the risk of infection by HIV and other STIs.
- (h) If street children are a result of business interests such as trafficking, work with enforcement agencies such as CID as well as civil society organizations to eliminate the source of the problem.
- (i) Link the children to auxiliary services such as drug and alcohol rehabilitation groups, HIV/AIDS counseling and testing services.
- (j) Offer legal aid to children who may have been orphaned and marginalized by their relatives.
- (k) Provide the boys and girls with alternative routes to continue with their education and assist them to make an informed choice that would enable them participate in income generation as they study. Provide the children with scholastic support including catch up tuition to enable them complete the prescribed curriculum in a mutually agreed time frame.
- (l) Deal specifically with gender issues that are perceived to be drivers into child labour and those that expose children to gender based violence and HIV/AIDS.
- (m) Mainstream street children within the juvenile justice system.

Agency or sector responsible

- (a) Line ministries e.g. Ministry of Gender and/or Social Welfare need support to evolve regular programmes that address the problems of children at source. Institutions such as rehabilitation homes should also be restored to provide temporary refuge in form of durable shelters or accommodations for street children so that they can be empowered skills through carefully structured courses to enable them claim their rightful place in society.
- (b) NGOs must perform peer policing to ensure that unscrupulous organizations do not profit from abusing children. Whistle blowing should be part of the minimum standards of organizations working for children.
- (c) Families and communities should be given the skills to deal with the challenges of children who are affected by HIV/AIDS so that the children do not see street life as a better option – indeed as an option at all.
- (d) Legal protection for orphans must be provided as a right so that children who are disinherited can have an organization to run to for support to recover their property.
- (e) Education is the ultimate protection strategy for children. As much as possible, the children should be made aware of and encouraged to reintegrate into education.
- (f) Organizations that provide support should be encouraged to do so within the school context so that the burden of survival is reduced. If children can be assured of steady supplies of scholastic materials, a midday meal and medicare, they are more likely to see school as the supportive 'home' they crave for.

Mining

There are hardly any reliable statistics on children engaged in mining activities in Africa. This presents a huge challenge as child labour in the mining sector could well be a hidden scourge.

With increasing activity in prospecting for minerals such as gold, marble, limestone, building stones and salt extraction, it is not far fetched to assume that the bulk of labourers at such sites are children. This is because they are more exploitable than adults and also easily fall for the allure of a good life in urban centres.

Some of the children engaged in the mining sector do so as a family activity where parents and children are engaged in different stages of extraction of the minerals. They may be the ones to do underground tunneling to pick the ore, crush the stones, cleaning the pieces, loading, etc. The methods and equipment they use are mostly crude and unsafe.

The children so engaged may be enrolled in school but their participation in education is erratic. Others are will have dropped out of school altogether.

As would be expected the children are exposed to extreme occupational hazards. They suffer respiratory diseases, musculo-skeletal disorders (e.g. joint and muscle pains), intestinal disorders, skin diseases and lesions, sleep disorders, poor appetite, et cetera. Cases of acute poisoning due to inhalation of mercury vapor are also reported.

Key strategies

- (a) Establish the source of the problem e.g. why children have been drafted into mining activity.
- (b) Determine the link between mining activity and child labour.
- (c) Determine the extent of the relationship between child labour within the mining sector and HIV/AIDS.
- (d) Assess the vulnerability of child miners to HIV/AIDS.
- (e) Offer meaningful choices such as reintegration into education and society. By meaningful choice is meant the opportunity for the child to see value in persistence in education. This is difficult to demonstrate but role models could prove useful in reassuring the children that education is the basis for a sustainable involvement in any industry.
- (f) Promote access to social services such as health, water and sanitation. Foster intersectoral interventions so that the school is seen as a vital service delivery point for health, water and sanitation, counseling and others.
- (g) Provide the boys and girls with alternative routes to continue with their education including part time study while they work so that their livelihood concerns are addressed in a gradual manner. Assist them to make an informed choice that would enable them participate in income generation as they study. Provide the children with scholastic support including catch up tuition to enable them complete the prescribed curriculum in a mutually agreed time frame.
- (h) Deal specifically with gender issues that are perceived to be drivers into child labour and those that expose children to gender based violence and HIV/AIDS.

Agency or sector responsible

Action to deal with child labour in the mining sector needs the intervention of the relevant line ministries of labour, justice as well as industry. However, other critical players would include labour unions and the media.

NGOs can bring in their immense advocacy and social mobilization networks to ensure that children are not exposed to risks of HIV/AIDS and other problems by being forced by circumstances to engage in mining.

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